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STAFF DEVELOPMENT WORKSHOP ON ADULT TRAINING PROGRAMS, REPORT OF PROCEEDINGS (OTTAWA, APRIL 18-19, 1966).

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CANADIAN DEPT. OF CITIZENSHIP AND IMMIGRATION

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REPORTS AND RECOMMENDATIONS FROM A STAFF DEVELOPMENT CONFERENCE ON ADULT TRAINING PROGRAMS HELD IN OTTAWA, CANADA, 1966 ARE REPORTED. PARTICIPANTS INCLUDED TRADE AND OCCUPATIONAL INSTRUCTORS, BASIC EDUCATION INSTRUCTORS, AND TRAINERS IN INDUSTRY AND TECHNOLOGY INSTITUTES. THE FOLLOWING TOPICS WERE DISCUSSED--THE ROLE OF GOVERNMENT, INDUSTRY, PROFESSIONAL ORGANIZATIONS, AND UNIVERSITIES IN ADULT TRAINING PROGRAMS, RESPONSIBILITY FOR FINANCIAL SUPPORT, QUALIFICATIONS OF ADMINISTRATORS, QUALIFICATIONS OF TEACHERS, TEACHER TRAINING AND CERTIFICATION, THE NEED FOR UPGRADING AND UPDATING TEACHERS IN TECHNICAL SCHOOLS AND INDUSTRY, AND THE NEED FOR INSERVICE TRAINING FOR VOCATIONAL INSTRUCTORS. RECOMMENDATIONS WERE MADE ON THESE TOFICS FROM EACH OF THE WORKING GROUPS. (FG)

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DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

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REPORT OF PROCEEDINGS
OF
STAFF DEVELOPMENT WORKSHOP
ON
ADULT TRAINING PROGRAMS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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OTTAWA

18-19 MARCH, 1966

STAFF DEVELOPMENT WORKSHOP FOR ADULT TRAINING PROGRAMS

OTTAWA 18-19 April, 1966

List of Delegates

V. E. Rickard	Technical and Vocational Education, British Columbia
C. R. MacLean	Nova Scotia Institute of Technology
G. E. MacDonald	Vocational Education, Nova Scotia
B. E. Curtis	Adult Education, Ottawa Collegiate Board
W. R. F. Seal	Industrial Education, University of British Columbia
J. D. Milligan	Vocational Education, Nova Scotia
H. W. Beatty	Technical Teacher Education, O.C.E., London, Ontario
S. A. Norton	Department of Education, Ontario
E. L. Kerridge	Department of Education, Ontario
W. R. Stewart	Assistant Deputy Minister of Education, Ontario
W. H. Cumberland	Canadian National Telecommunications, Toronto
L. Gordge	Department of Labour, Ontario
K. L. Coupland	Department of Education, Ontario
V. S. Ready	Ontario College of Education, London, Ontario
D. W. Shaver	Deparcment of Education, Ontario
C. B. Routley	Canadian Education Association
A. M. Thomas	Canadian Association for Adult Education
A. Tough	Ontario College of Education, London, Ontario
T. Taylor	University of Saskatchewan
F. R. Dance	Edu-Con International Ltd., Montreal
B. A. Renton	Ottawa Collegiate Board
A. Black	Canadian Vocational Training, Ottawa Collegiate Board
W. S. Turner	Ontario College of Education, London, Ontario
W. B. Thompson	Vocational Education, New Brunswick
D. L. Campbell	Vocational Training, Alberta
S. E. Ouerby	Southern Alberta Institute of Technology
F. L. Potts	Technical and Vocational Education, Newfoundland
H. W. Jackson	Department of Education, Ontario
J. Ferguson	Department of Education, Manitoba
G. Broadley	Civil Service Commission, Ottawa
Miss I. Bescoby	Civil Service Commission, Ottawa
H. Duane Tichenor	University of Alberta
A. Bourdeau	Technical Teachers College, Montreal
W. B. S. Trimble	Ontario College of Education, Toronto, Ontario
F. J. C. Seymour	Alberta Teachers' Association
G. A. Pelletier	New Brunswick Institute of Technology
F. E. Mason	Ontario College of Education, Toronto, Ontario
G. W. Carter	Technical Education, Alberta
R. G. Meadus	Northern Alberta Institute of Technology
H. D. Judd	Department of Education, Ontario
G. J. Rancier	Education Division, Department of Northern Affairs
C. Ross Ford	Citizenship and Immigration, Ottawa
D. E. Glendenning	Citizenship and Immigration, Ottawa
A. H. Green	Citizenship and Immigration, Ottawa

E. H. Collins	Citizenship and Immigration, Ottawa
G. J. Harrower	Citizenship and Immigration, Ottawa
M. M. Boyd	Ottawa Collegiate Board
T. J. Keohane	Citizenship and Immigration, Ottawa
R. Helmer	Citizenship and Immigration, Regional Rep., Toronto
Miss H. McKay	Education Division, Department of Northern Affairs

STAFF DEVELOPMENT WORKSHOP FOR ADULT TRAINING PROGRAMS

Composition of Working Parties

No. 1 Trade and Occupational Instructors

Chairman: V. E. Rickard
Members: H. W. Beatty
S. A. Norton
F. E. Mason
G. A. Pelletier
F. L. Potts
E. L. Kerridge
E. H. Collins
W. R. F. Seal

No. 2 Institute of Technology Instructors

Chairman: G. W. Carter
Members: C. R. MacLean
S. E. Ouerby
R. G. Meadus
H. W. Jackson
W. B. S. Trimble
V. Ready

No. 3 Instructors of Basic Education

Chairman: A. Black
Members: W. R. Stewart
C. B. Routley
D. W. Shaver
W. S. Turner
R. A. Renton
J. Ferguson
J. D. Milligan
F. J. C. Seymour
Miss McKay
A. Thomas (Part Time)

No. 4 Instructors in Industry

Chairman: W. B. Thompson
Members: I. Bescoby
L. Gordge
W. H. Cumberland
F. R. Dance
A. H. Green
K. L. Coupland
H. D. Tichenor

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No. 5 Supervisors and Administrators

Chairman: G.E. MacDonald
Members: T. H. Taylor
H. D. Judd
A. Tough
G. Broadley (Part Time)
A. Bourdeau
M. M. Boyd
B. E. Curtis
G. J. Harrower
G. J. Rancier
A. Thomas (Part Time)
R. Helmer
D. L. Campbell

STAFF DEVELOPMENT WORKSHOP FOR ADULT TRAINING PROGRAMS

CHAIRMAN: Dr. W.S. Turner
Dean, Althouse College of Education

AGENDA

Monday, 18 April 1966

9:30 a.m.	General Session (i) Chairman's opening remarks (ii) Welcome by Mr. Tom Kent, Deputy Minister of Citizenship and Immigration
10:00 a.m.	Keynote Address - Dr. Alan Thomas, Executive Director, Canadian Association for Adult Education
10:45 a.m.	Coffee
11:00 a.m.	General Session - Address by Dr. C. Ross Ford "Staff Development Problems"
11:20 a.m.	Chairman - Organization and method of operation of working parties
12 noon	Lunch
1:30 p.m.	Working parties representing: (1) Institutes of Technology (2) Trades and Occupational Training Centres (3) Basic Training for Skill Development (4) Training in Industry (5) Supervisory and Administrative Personnel convene separately
3:00 p.m.	Coffee
5:00 p.m. (approx.)	Working parties adjourn at Chairman's discretion

Tuesday, 19 April 1966

9:00 a.m.	Working parties reconvene
10:30 a.m.	Coffee
12 noon	Lunch
1:30 p.m.	Working parties prepare statements and recommendations
3:00 p.m.	Coffee
3:15 p.m.	Closing General Session (1) Presentation of statements and recommendations of working parties (2) Chairman's closing remarks

STAFF DEVELOPMENT WORKSHOP ON ADULT TRAINING PROGRAMS

Introductory Remarks

The Chairman of the general sessions, Dr. W.S. Turner, welcomed the delegates and briefly outlined the tasks before the workshop. The Chairman expressed pleasure that the Deputy Minister of Citizenship and Immigration, Mr. Kent, could be present to welcome the delegates.

Deputy Minister of Citizenship and Immigration

In his address (Appendix A), Mr. Kent stated that the responsibilities of the new Department of Manpower in the field of training will be of crucial national importance. One of the problems facing the new department will be to get people to make full use of the various training programs that are available. As getting better jobs is the key to economic development, we must make the programs available more attractive. An essential function in enabling people to get better jobs is to provide a vastly improved counselling service. It is necessary, therefore, that N.E.S. develop a first-class reputation in the field of counselling, as the Department of Manpower must have a reputation for doing the job.

To provide the desired service, the Department of Manpower will require more staff in the field than at present, as it will be faced with problems greater than those confronting the federal government in the past. Mr. Kent stated that any advice which the workshop may find itself able to offer, will be greatly appreciated.

Dr. Alan Thomas:

In his keynote address (Appendix B), Dr. Thomas stressed that there is no short-term crash program for acquiring more teachers, that the prospect before us is of the evolution of a

proper and effective and civilized system of adult and continuing education. Dr. Thomas, in establishing the mood for the workshop, offered some comments on the subjects to be discussed and suggested that, on the basis of questions posed for discussion by the workshop. it appeared that the shortage in the administration field was considerably less critical than in the teaching profession. He went on to say that experience tells him that there are two prime functions of a teacher, namely, instruction and leadership. In elaborating on the functions of teaching Dr. Thomas stated that education is the overall goal while training is the means of attaining it.

In summation, he suggested that the crucial question is one of what sort of learning has to take place, under what conditions, when and where and by whom.

Dr. C. R. Ford: Dr. Ford added his welcome (Appendix C) to those of the Chairman and the Deputy Minister and suggested that although this was the first workshop of its kind that had been organized in Canada, it is five years too late. He went on to trace the expansion of new schools and students in Canada and stated that more than half of our enrolments in technical and vocational programs in Canada are adults. He forecasted that 10,000 new additional technical and vocational teachers will be needed before 1972 in addition to replacing the normal attrition of 2,000 by that date. Dr. Ford stated that there is a need for teacher training institutions which will undertake the total problem and provide training for teachers who must be employed in the training program at all levels. He also

stressed the need for good administrators who were cognizant of the training needs of both adults and youth. He anticipated that the total need for technical and vocational training will grow beyond our recognition in the next five or six years.

Working Parties: The general session adjourned and reformed into five separate working parties under their respective chairmen to study problems affecting specific areas of interest.

On conclusion of their deliberations the following day, the workshop reconvened in general session and the working party chairmen presented their reports as follows:

(a) Instructors in Institutes of Technology Working Party by G. W. Carter (Appendix D)

(b) Trade and Occupational Instructors Working Party by V. E. Rickard (Appendix E)

(c) Supervisors and Administrators Working Party by G. E. MacDonald (Appendix F)

(d) Instructors of Basic Education Working Party by A. Black (Appendix G)

(e) Instructors in Industry Working Party by W. B. Thompson (Appendix H)

Conclusions: The general conclusions as evidenced by the reports of the various working parties were as follows:

1. Teacher certification although not normally a prerequisite for employment in institutes of technology is, in most cases, a requirement for trades and occupational instructors. In the case of instructors in basic education, it was the feeling that strict adherence to the usual requirements for teacher training would not be practical in all cases.

2. Provision must be made when indoctrinating new teachers, to acquaint them with the institution's policies, regulations and procedures.
3. Pedagogical training of instructors should not be over-emphasized to the detriment of subsequent upgrading or updating courses.
4. That government, industry, professional associations, universities, institutions and the individual himself, all have an important contribution to make in the upgrading and updating of teaching qualifications.
5. Sufficient funds, suitable instruction, leadership and proper teaching environment were considered the most effective prerequisites for ensuring that instructional staff are kept up to date.
6. Although some prior experience in business or industry is considered a desirable qualification for instructors, it is not considered necessary to stipulate a specific number of years experience.
7. Industry and the school system are considered the major sources of recruitment of instructors and salaries competitive with industry should be offered to attract suitable people. Emphasis should be placed on the opportunities existing within the technical and vocational training profession.
8. Instructors should not be discouraged from engaging in work activity which will improve their abilities as instructors.

9. There was general agreement that a national instructor training centre should be established.

10. In considering the role of administrators and supervisors, cognizance was taken of the essential need of greatly increased flexibility and a corresponding responsiveness to the changing needs of the institution at the teaching level.

11. An occupational analysis of the role of the administrator was the first prerequisite in examining the training requirements of this position.

12. It was apparent that an acute shortage of instructors existed in industry and that every effort must be made to overcome this shortage.

13. It is essential that the efforts of existing training agencies be co-ordinated if an effective industrial training program is to be forthcoming.

14. It was considered imperative that the federal government's financial assistance policies should be continued and expanded in the field of training.

15. It was felt that the workshop had proved most fruitful and productive and hopes were expressed that the problem of staff development would be kept under continuous study with periodic seminars or workshops being called to discuss progress and give further study to problems in this area.

Recommendations: As a result of their study of the various problems relating to staff development in adult training programs, working parties saw fit to recommend that:

1. Recognition be given to upgrading courses.
2. Federal, provincial governments and crown corporations continue to employ technical teachers during the summer months, and that these agencies be encouraged to expand their policy of summer employment.
3. Training facilities be provided at the earliest possible date for the professional development of training directors.
4. The establishment of a national instructor training centre should be given further consideration.
5. In-service training should be provided at no cost to the individual.
6. The federal government assume the initiative in bringing into existence effective training schemes.
7. The problem of staff development be kept under continuous review with periodic seminars or workshops being convened to discuss progress and give further study to problems in this area.

Closing Remarks: In his closing remarks, the Chairman thanked the participants and stated that there appeared to be a volume of opinion in favour of calling another conference in the near future to explore in greater depth the problems of staff development. Dr. Stewart, from the floor, recommended another meeting at an early date.

Dr. Ford, in his closing remarks, appreciated the favourable reaction to the workshop and the response with which it was received. Although not prepared at this stage to comment in depth, he expressed pleasure with the recommendations of the various working parties and stated they would be given serious consideration and that there would be further workshops or conferences on the subject of staff development.

The general session was then adjourned.

APPENDIX "A"

ADDRESS BY: MR. TOM KENT, DEPUTY MINISTER OF CITIZENSHIP AND IMMIGRATION TO THE STAFF DEVELOPMENT WORKSHOP

It is both a privilege and a pleasure for me, on behalf of the Minister and of all my colleagues in the Department, to welcome you to this workshop.

As you all well know, the workshop arises from recommendations of the National Technical and Vocational Training Advisory Council. Its starting point is a simple proposition about which, I am sure, there is no doubt: in order to meet the increasing needs for adult training, we must make special efforts to increase the quantity and the quality of instructional staff.

Your concern for the next two days is, as I understand it, to study the staffing problem in each of the main kinds of adult training. From your examination of the problems, you of course hope to arrive at recommendations on the development and upgrading of instructional staff.

I suppose another way of putting it would be to say that you are being asked to provide guidance for the trainers of the trainers of the trainers. It's a tough assignment you have got yourselves, ladies and gentlemen.

I won't presume to offer even a layman's views as to how you should carry out such an assignment. What I do want to offer is an expression of warm appreciation of your public spirit, courage and skill, all of which you will need in abundant measure if you are to come up with good and practicable proposals. I am sure, however, that you are not intimidated by the task but will, on the contrary, take it in your stride.

So I shall spend the few minutes that your program planners have assigned to me by raising a staff development problem that is not on your agenda.

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You are going to look at the staffing problems of institutes of technology, trades and occupational training centres, training in industry, basic training for skill development, and supervisory and administrative personnel.

That is, I am sure, a helpful dividing-up of the problem. I hope it will not distort the logic of your approach if I introduce, however, a relatively small and specialized problem.

My reason for doing so is that there is one training program for which our new Department is most directly responsible. And we are, I confess, sufficiently convinced of our Department's importance that we consider this training problem of ours to be of quite crucial national importance.

Let me state the problem very briefly. The Department - at present under the name of Citizenship and Immigration - has been made responsible for implementing national programs for the better utilization of our human resources. Federal governments have over the years already developed some valuable programs for that purpose. Undoubtedly they can be further improved. But that is not the main problem.

The primary and difficult problem is to get people to make full use of the programs. The problem is to make the programs effective. On paper what we provide is pretty good; the problem is to transfer it from paper into the lives of people, into the workaday lives of people on the job.

I emphasize that I mean just what I have said, not more. I am not being complacent about the content of the programs. I do not mean that they are perfect. But they do go quite a way. The first need is to get more people - young and old, men and women, workers and farmers, employers - to realize that the programs exist, to appreciate what the programs can do for them, to recognize how they can be helped to do better jobs and to get better jobs.

This, I believe, is where above all the new Department has to try to achieve a great leap forward. We will have to improve some programs but particularly we must make them more effective, we must do a better job of implementing them.

How do we do that? The answer has a number of parts. But one essential part, without which all the rest will be ineffective, is that we must vastly improve our counselling services.

The area offices of the new Canada Manpower Service - what have hitherto been the local offices of the National Employment Service - must develop a first-class reputation for their competence in advising people where they can get jobs and how they can improve their ability to do and to get better jobs.

Such a reputation can be built, of course, only through satisfied customers. They will be in the first place the people who are readiest to change, not the people who most need help. Those with the greatest need - the people who have little confidence in themselves, the people who are under-educated, the people who live in remote places, the unadventurous people - they have to see their friends benefit before they can be expected to start making effective use of training and other manpower programs themselves.

We can get solid results only if we greatly and quickly improve our counselling. That is not the only task of our manpower department. But it is the most urgent and difficult and important.

It means that we have to have in the field more staff than the national employment service has had. That staff has to have more resources at its disposal. It has to be a staff not only with more time for counselling but much better trained in counselling.

This is our staff development problem. Its dimensions are greater than any organizatica in the federal government has ever faced before.

Its importance to our national progress, in the conditions of rapid technological and economic change with which we now live, in a society that is urbanized and affluent but still thinly spread across vast distances, with great differences in regional economic interests and large handicaps to mobility and flexibility -- in these conditions I believe that our success in our staff development is of unique importance to the country's progress. That, gentlemen, is the challenge we face in the department.

We are developing our plans to meet the challenge. But we need help. I do not want to distract you from your main purpose. But you are experts in how to train staff to train staff. That is our own great problem. Any advice you can give that bears on our particular problem will be most eagerly and appreciatively received.

On that note, Mr. Chairman, it is my pleasure to wish you a highly successful two days.

APPENDIX "B"

ADDRESS BY: DR ALAN THOMAS

KEYNOTE ADDRESS FOR STAFF DEVELOPMENT CONFERENCE FOR ADULT TEACHERS

Training Branch, Department of Citizenship
and Immigration, Ottawa, April 18-20, 1966

Educational change, development, and experimentation are all in the air. On every side one runs into free-wheeling speculation and imaginative projection regarding the schools, the teaching methods, the education of the future. A week or so ago a major newspaper commented on the speculation of a minister of education that had been included in a time capsule in the corner stone of a vast new commercial building. It is a quite remarkable state of affairs when Ministers, by nature or calling conservative in their promises, are free to commit themselves in this way. Among other things it indicates a new confidence in the public support for educational investment on the part of the public at large. A support that falls heavily on the confidence, determination of all professional educators, and perhaps on none so heavily as the group gathered here. The context in which you work, the arena of applied human skill, of technical ability, of the judicious control over and redirection of nature, defines clearly the type of civilization into which we have moved; it lays the basic ground rules of survival, economic and political, and determines the distribution of individual and social economic and political power. It must be apparent to everyone that not only the economy must absorb huge amounts of technical innovation at all levels merely to continue to exist, but so must all aspects of all our lives. The political and moral consequences of technological unemployment will be clear to most of you. I wonder the degree to which we are all aware that these same changes, based on a greater demand for more applied intelligence from more people than any society has ever attempted before, are responsible for the renewed concern over poverty. Despite the human concern that no person should be because of circumstances beyond his control excluded from a decent chance to share the affluence of this

society - even if it means a number of fresh starts - there are some real political issues as well. Any politician knows that you cannot have a sizeable proportion of your population living outside the economic system and whithin the political one. In any other society, this has been a source of unrest and revolution. In a society committed as we are partly as a result of your efforts, to change, the non-learner, the person who is unable to respond to and make a changing environment respond to him - by learning - becomes the revolutionary.

In part at least these factors determine the enterprise upon which we are engaged. And my initial concern this morning is to try to make two things clear. One is that this is no short term crash program for acquiring more teachers with which we are concerned. To be sure there are many pressing short-term needs, but the prospect before us is of the evolution of a proper and effective and civilized system of adult and continuing education. You may and most likely do see it as largely contained within a pre-defined system of technical and vocational needs, related closely to the maintenance of the economy. Rightly so, all I'm saying is that the alleviation of that problem will set the pattern for all education in Canada for some years to come. Secondly, the problem you or we face will not be settled in the sense of some permanent and stable solution, nor will it ever exhibit the tidiness and clarity which we have long hoped for and occasionally achieved in our major existing educational experiment devoted exclusively to children. The area in which you have been engaged for some time, and which we now must make rational, based as it is on the instruction of individuals who have made a choice of some order in the act of participating, will never be a simple one. We, in this country are I think guilty of sometimes making it unnecessarily complicated, all for good constitutional reasons, but it will always be a complex and complicated undertaking. We have ridden on the back of change and development for some time, and in terms of salaries, prestige, and general professional growth

profited from the ride. We now must face change itself in our own undertakings and so design our enterprise in terms of administrative flexibility, and experimental teaching designs so that change is welcomed and encouraged rather than admitted reluctantly and barely tolerated. This as you well know means a continuing discussion and review of matter of standards, and the procedures engaged in to achieve them. It can be both an exhilarating and tiresome discussion, but we have one great force on our side, and that is that we are concerned with learning, which while demanding and directing talent and energy, also releases it. This means that we must be concerned not only with the continuous learning of ourselves but we must find ways in which the learning of our students contributes also to the direction of the educational enterprise as well as to the vocations for which they are being trained.

Presentations that concern themselves with pedagogy, or if you prefer a new word now coming into use in Europe and meant to distinguish between concern for the learning of children, and concern for the learning of adults - andragogy - always present a problem of self-consciousness, since one is always engaging in what one is talking about. What sort of andragogical procedures are represented here. The function of a keynote speaker, which is presumably to establish a mood, and to excite or irritate into wakefulness is clear enough perhaps. One can provide some reflection regarding the audience for this opening excursion. A glance at the most recent attendance list indicates a wide variety of administrators from the five principle areas designated by the planning group. What are your attitudes, what are your practices with regard to your own education - both what you have had or plan to have now and in the future. These are of course the most crucial ingredients of the present proceedings. As well as being one of the most personal and intimate activity in which we ever engage, education to a large degree is a historical enterprise. While empirical research can and does contribute

to it, we can never prove precise cause and effect, or demonstrate what would have happened if we had not done something. Therefore our activities are largely based on faith and tempered conviction which in turn is based on our own experience, negatively or positively. For this reason, the broadest possible range of experience, and the maximum variety of learning environments is enormously important in educational planning. I am for that reason particularly glad to see the Instructors within industry represented, for they bring a special experience and set of attitudes that are valuable to us - or at least they should.

There is one short observation one might make as a result of examining the attendance list and the list of matters for discussion prepared by the planning group. In each of the sections, after the heavy issues of in-service training, preparation, etc., are dealt with, there are two somewhat plaintive questions - How can we encourage instructors to continue and How can teaching be made more attractive? Presumably they indicate that we are not exactly in a buyers market, and that without answering these two questions perhaps the rest of the discussion is academic in the negative sense of the word. But what interest me further, is that these questions don't appear on the administrators list of discussion questions, perhaps indicating that we have no shortage of these, perhaps even a surplus.

I make this point because I propose to introduce a working definition of teaching, which helps me at least to think more clearly about the issues at hand. For me teaching is the organization of an environment in which learning can take place, that is a precise sort of learning which has been defined and accepted by the participants within the environment. One by-product of such a definition is that it prevents the detrimental distinction which often occurs between teaching and administration of teaching institutions, and simply distinguish between different sorts of teaching necessary for different phases and different areas of

performance. It exposes the administrators to the same criteria as the teachers, and hopefully sharpens our perspective on the entire operation. Secondly it helps us to do something that has been very helpful in nursing education which is to distinguish between nurses and nursing, and to analyze with some detachment the number of functions to be performed and then ask ourselves what sort of individuals under what sort of conditions with what sort of training can perform those functions. The result is sometimes a barely attainable rational ideal, and we cannot forget the overall qualities of the lives of individuals performing in the system, but it is a useful model against which to plan.

I offer this definition as a preface to revealing a number of other assumptions that I make in this presentation, and that obviously come from my own particular experience. My experience tells me, and the field in which I work tries to make this distinction clear, that there are two kinds of functions concealed in what is often described as teaching. One includes instruction and that range of activities related to the role of a functionary in a vast rational system of education; the second includes leadership, an activity more frequently associated with prophets, leaders of various kinds, but to which adheres as we all know a great deal of extremely powerful learning. The first is a detached, impersonal, rational enterprise - the second a highly unplanned, personal, and passionate undertaking. One apparently can be planned, a teacher trained for it, the other is a chance of history. But in fact at their best, they both contain elements of the other. In examining the literature surrounding this subject, I find that the paragraph in the various prospectuses that deals with the personal qualities of the instructors apparently holds out some hope of providing these private personal qualities through selection rather than training. Perhaps. Those of us who come from a more varied and sometimes chaotic form of adult education know that the distinction between teacher or instructor and leader is a real one,

and it is the latter quality that we fear will be destroyed by institutionalization. It is true that you can't produce great leaders in our sense of the word at will, but you can plan for some equality of movement to adhere even to the most thoroughly planned of undertakings. Its existence, which I regard as of the almost importance, depends upon the training of instructors and the attitudes displayed and maintained by the existing personnel, senior and junior. It depends on the size of the particular institutions, the kind of contact provided for the staff, the degree to which they take part in planning their own education and the programs they teach, and the sense they have of being fully-fledged members of an enterprise rather than merely employees. All of these questions I submit are part of your concerns, for as I have already suggested I believe that the sort of education in which you are engaged is a movement, or should soon start behaving like one.

Secondly, I'm assuming that we are wholly concerned with adult students - adult in the sense that they are not legally compelled to be participants, but are on the basis of some sort of individual decision, however limited it may be. In short they are not wards of the system that develops them, but participants, with all of the open questions before them that any responsible person in this society must face. They will not face them equally, but they must be treated as though they can and as full parties to the enterprise at whatever level it is being conducted. This as you know has powerful implications for teaching, some of which are acknowledged in the supporting documents. I think that the industrial group here today have perhaps a keener awareness of this. It means that no matter how great the economic or industrial need, the student is not merely a means to some trained end which he will become, but a willing and conscious participant.

Thirdly, we are dealing all the time with varying ages and this is one of the strengths of the activity. Once puberty is passed age is the least useful method of possible grouping for teaching purposes. It does mean however the cultivation among the teaching staff of sensitivity to the values and drawbacks of various ages.

Fourth it means less insulation from life than we are accustomed to in our conventional institutions. To be sure what we are engaged in is precisely the creation of an environment in which individuals may try new skills and fail without bringing the world about their ears, but it also means that the person in the learner role is also engaged in making decisions of a personal, domestic and technical nature at the same time as he is exposed to us. We cannot nor should we want to determine these decisions, but we cannot escape some responsibility for them if we are doing the job of teaching we set out to do.

Finally it means being immediately and continuously sensitive to a great variety of teaching and learning environments, to the sudden appearance of new ideas and new skills that bear on our activities. This does not mean that we become hand maidens to an industrial enterprise that dominates the initiative and leaves us to run after, but rather that we are aware of technical developments, and that by exchange of staff and experience, a good deal of which is built into some of the provincial training schemes, we maintain the integrity of our own enterprise and the vitality of both.

All of this is said against some knowledge of the curious intellectual environment in which your activities are taking shape. I have deliberately used the word education throughout without regard to the constitutional niceties - and what's in a name, one might ask, - the answer being federal assistance. We have lived with the distinction between education and training already much too long, despite the political goals it serves. In the present world there is no education

that does not involve training, no training worth anything that does not involve education. Education is the overall goal, training is the means. What matters is what abilities, what skills, are trained, and here the distinctions are clear. Here we can argue and debate over types of institutions and types of desirable goals, but whatever the institution, education of some kind is the result, and this brings with it both opportunities and responsibilities. As soon as you go below the formal designations of training, etc., in the literature, it becomes quite apparent that most of you are aware of this. Most of you use university criteria as a basis of preparation for many of your activities, the same language of teaching and learning is used throughout, and there is evidence of a good deal of transfer from different types of institutions at the instructional level. You also have developed a good many systems of counting industrial experience as part of instructor training and retraining, and this to my mind is immensely useful and important. I hope that the inclination I detect to exchange it as soon as possible for university education will not entirely dominate the field. The old distinction between the liberal and technical - almost every avenues is now clearly vocational - is part of this previous distinction and even more outdated and irrelevant. You would be performing great service to yourselves and the rest of the community if these distinctions could be dropped and a new formulation emerge. It is quite sure that the new education for citizenship and liberation must come from your enterprise, rather than be left to some other institutions who are traditionally supposed to be responsible for it. In his "History of Classical Education" Marrou argues that there are only two ends for education, the education of soldiers and scribes. If you translate this into contemporary terms of men of thought and men of action, it is perfectly apparent that we cannot afford to make the distinction. It is apparent that there are two quite distinct educational traditions in Canada, the technical and the university,

and it is time that the maximum interchange was created consciously between them. Instructor training is the place for this to start. You might begin by arranging for visiting instructors from other institutions for a year or so.

It is also apparent that there is a changing but still tension-ridden area around the matter of teaching skills. I am always puzzled that report after report on teacher training at the elementary and secondary level recommends longer periods of preparation at the university - an institution which until recently paid extremely little attention to the need to learn anything about skill in teaching. There are some sound historical reasons in one or two of the various traditions that have gone into the making of our universities, for example, the tradition of apprenticeship which still lies at their hearts, but these aren't the only ones at the moment. The only argument that if you know your subject the rest is a matter of detail surely won't hold. It does for some people, who for one reason and another move into instruction very easily, but we have too much to do to wait for them to appear. Knowing a subject means what? You can write about it? You can do advanced research on it? You can perform it on a factory floor? It does not necessarily mean that you can convey it meaningfully under a variety of other situations to a group of mixed backgrounds and mixed motives. What happens is that unless some care is taken, presentation is what the new instructor remembers as typical of the way he was taught. I am personally in favour of the use of a great many kinds of instructors, on a part-time basis, coming to us at different times of their lives, but to make this possible, and I don't see how we can accomplish our educational task without drawing on resources like these, we have to be much more painstaking, careful, and lucid about our training processes in the techniques of teaching. In the long run, the quality of the institution, the standard of morals, and the fulfillment of its purposes will depend upon how the instructors are trained more than on any one other thing.

We are fast moving back into the situation, in which without teachers, the education is impossible. This means a constant experiment with method and with kinds of people, possible only where there are people who see the concern for teaching as part of, not as imposed on, their concern for their special subject matter. I find it hard to understand how anyone who really does care about his special subject cannot care that others understand it. If there is to be concern for research encouraged, surely a good deal of it should be of this sort.

In summary then, I have suggested that our crucial investigation is one of what sort of learning has to take place, under what conditions, when and where, and by whom? We could agree that of all the elements involved, those of particular importance are the acquiring of new information and skills, and the chance to practice them under controlled and supervised conditions; the opportunity to reflect on and discover the meaning of experience to date; the opportunity and ability to learn from a great variety of other people; and the matter of attitude and morals. The last includes the implications of the change taking place both individually and socially that must be grasped by the learner. It does not matter at all how theoretical or practical the training is, since a conclusion about these implications will be drawn whether we like it or not, and it will be drawn on the basis of the total experience the learner has at our hands. Among other things, there is as you are aware more than others, an attitude to competence to be dealt with. In a society as technologically inter-dependent as this one, in... since it became possible for any adult generation to render the world unrecognizable for those who follow, incompetence is the highest immorality. When we then are concerned with the competence of those who must communicate a respect for it, a devotion to it in others, the responsibility is compounded. There is a little known novel of Nevil Shute, the best example of a technical man who was not afraid of or embarrassed by literary skills, called "Round the Bend". In it he prophesied the emergence of a second coming from the milieu of

technical training, in which the teaching was based on the assumption that competence is a matter of profound morality. I believe something like this, which is why I emphasize this point and urge that in your consideration you deal decisively with the matter of your instructors being full participants in the enterprise and that each man feels intensely that he is a member of a movement of great consequence. With this kind of loyalty to his associates and his subject, and his students, the quality of life in this society can be dramatically altered.

Education is man faced with his objectives. Education is now the most powerful institution in this society, and must play its full role in achieving objectives. We tend to blind both to the historical development of education in Canada and to the new power of the system. What it means is that we are determining the objectives as well as helping to realize them. I think that institutions such as you represent should take a full and conscious part in the determination and realization of objectives, and am certain that if this was understood and planned for, you could wipe the last two items of discussion from your agenda. People want to take part in enterprises of that kind. The stakes are high, and the limits socially and politically are fairly clear. I would however like to close by reminding you of another possibility that seems to me to make our enterprise not only efficient and productive, but what is more important - humane. For me, Dag Hammarskjold sums up our basic responsibility as teachers in his book "Marking" which some of you may know. As a soldier-scholar he was a remarkable man. He says "For it is always the stronger ones who are to blame. We lack life's patience. Instinctively, we try to eliminate a person from our sphere of responsibility as soon as the outcome of this particular experiment by Life, appears in our eyes to be a failure. But Life pursues her experiments far beyond the limitations of our judgment. This is also the reason why, at times, it seems so much more difficult to live than to die."

APPENDIX "C"

Address by Dr. C. Ross Ford to Staff Development Workshop

Mr. Chairman, Delegates --

I would like to add my welcome, the welcome of the Training Branch to you, on this occasion of your visit to this important Conference.

Dr. Thomas has set the scene philosophically and I can assure you that I am in no way going to cover the same grounds nor speak at length. This, as I indicated, is the first Technical and Vocational Teacher Training Conference that has been organized in Canada and in today's setting, it is five years too late. The events and activities during these years have been such that we don't need to look farther back to find the importance of this gathering today.

We are working in the most dynamic field of education in Canada, the area of manpower development and training. There has been a tremendous growth, as you well know, in this field since 1961. There have been new schools, new programs, new levels of training and new public attitudes towards the training programs. The total capital expansion involves almost 900 new schools providing over 375,000 new student places.

We have a new clientele demanding new services. No longer is the vocational program that of the technical or vocational high school or a program for youth. Today our clientele and the people requiring service are all those who are about to enter the labour force, with less than university training. All those who are in the labour force and all adults who should be in the labour force. No longer is technical and vocational education a one-shot affair but it is a continuing program, a continuing education and training service from adolescence to retirement.

It is the impact of these events that have prompted the calling of this Conference, for the needs for technical and vocational staff development are not being met. Oh, I know quite well that there has been a great expansion of the training services, but the major emphasis is still on the preparation of teachers who will serve in the Technical or Vocational High Schools or service the needs of youth who are not yet in the labour force.

The latest statistics indicate that there are far more persons coming forward for training after they have left the elementary and secondary schools than there are being serviced in the day programs in those institutions. More than half of our total enrolments in technical and vocational programs in Canada are not youth and they are not in our high schools. Many of them are being serviced in less than quality programs by teachers who have had no trade training. I mean no training in their new trade, their new occupation, that of teaching and giving instruction and handling and managing pedagogical problems.

Why this special concern with this service? It is safe to say that our whole Manpower Training Program in Canada will succeed or fail upon the quality of the instructional service. I refer here to the technical and vocational total instructional service whether it is given in the high schools or any other formal training program, in any institution, or that given outside of the school. This includes that very rapidly expanding program of training services that are being provided in industry and the greatly expanded services that will be provided by industry. This is no

casual interest about the qualifications of the personnel or the status of a new teacher training institutions, but rather it is a genuine concern about the services which are being provided or are available for giving instruction to develop the occupational competence and productivity of our total labour force. This is a matter of national economic interest.

We in the Training Branch and the Canada Manpower Services are interested, for as I indicated, there is a new clientele -- there are new concepts, there is a new awareness of unmet needs to be found in the whole area of adult vocational education which are presently being inadequately serviced.

I mention new concepts and a new philosophy which must become the philosophy of every teacher and instructor who is involved in this total training program. Our schools must provide programs which will enable workers to succeed at their own level. In a technical and vocational training program there can be no failures for the criteria is not the examination or the instructor's test. That isn't the measure of success of a training program. Success or failure occurs in employment on the job and every one, yes, every one, eventually tests their real qualifications against the requirements of the labour market. It makes little difference whether they have succeeded or failed the examinations that some instructor set. It is their success in the world of work that is the ultimate criteria.

Just a little over a week ago, I heard a responsible official describe a vocational course in a school in this city as being a first-class course. It was a quality program so good that hardly any students ever

passed it. Therein lies a paradox, for in the supposedly greater success lies our greater failure.

In the drive to improve quality, quantity and scope of the training program, we are increasingly succeeding and increasingly failing. Certainly our teachers have been successful in educating the good highly-motivated adults from middle class families, but education and the educational service and the training service is a dismal failure for the disadvantaged, and as it becomes increasingly successful with the middle class it becomes increasingly unsuccessful with the culturally or economically deprived.

As I said there must be no failures. We must keep them from failing, keep them from quitting, keep them from dropping out, provide for the instruction in such a way that they can succeed at their level.

I know as well as you do that standards must be maintained but standards are never maintained by failing people. You maintain standards by providing quality instruction and by motivating students.

The clientele that have to be dealt with in this total manpower training service are a different group from the children we find in schools. They are adults. They respond to a different psychology -- they have had a different experience, sociologically they are different -- they require a different service and if we don't provide it in our schools, the opportunity to provide the service will pass out of our hands and out of the hands of education. It will be taken over by private enterprise, by big industry

and by promoters and amateurs, and this would be a tragedy. There is no agency and I repeat that, no agency that can provide the quality of service in the field of Technical and Vocational Education that can be provided by the educational services of Departments of Education. This has been my observation in every country that it has been my privilege to visit.

But the warning light is on, and time is running out, and this is everybody's time. The time of our economy, society's time, the individual's time. If a quality teacher training program under our direction does not turn out the instructors that will provide the kind of service that is needed at all levels and by all groups, somebody else will do it and it will be somebody else who is not nearly as well qualified.

We already have examples of this. One important training institution in Canada has very recently contracted with a private agency to provide two weeks of teacher training for their staff at a cost of $15,000 and the same service, the same training program is available in the same province along with much more competence in the area of Technical and Vocational Teacher Training.

Just how big is this whole problem and what are the requirements for additional teacher training services? Each of the provinces have made a tentative forecast of their expansion and the expansion of technical and vocational training services and enrolments for the next five or six years. The expansion which has been forecast indicates that 10,000 new additional technical and vocational teachers will be needed before 1972. In addition to

the normal rate of attrition, I have only been able to estimate, but conservatively 2,000 additional teachers will be needed to replace those who leave. And more important, the area of greater shortage is that of supervisors, directors, and administrators. In this area it is difficult to forecast requirements. The 150 that I started with when I began this paper has been increasing every day.

It is generally about the easiest thing in the world to get into a rather serious discussion, perhaps even an argument with persons who are providing a teacher training service, for the usual answer is much the same as one given by a friend of mine when I was talking about the requirement for applied mathematics in many of our technical courses. This gentleman is a specialist in mathematics and a superintendent of secondary education in one of our largest cities.

He says, "mathematics is mathematics" and our teacher trainers say "teacher training is teacher training" but the teacher training that is required by persons who are going to teach adults is not the same as that required for the teaching of children and youth.

We have built many laudable qualities into the teacher training programs for those who are going to teach youth. We must prepare the students for living in their community and there must be social and cultural emphasis in the program. This is quite true but it doesn't mean that there should be the same mix in all programs. As Dr. Ben Willis stated in speaking to the American Vocational Association, "that which is quality education for one

individual may not be quality education for another individual given his different interest, aptitudes and abilities".

In several provincial training programs practices indicate that occupational competence is considered adequate qualifications to be employed as a technical or vocational teacher. There has also been the suggestion and not too valid at that, that a university degree in engineering was adequate qualifications for an instructor at the post-high school technological level. Your qualifications and your right to teach was as permanent as your right to breathe. This just has no validity in an area that is as dynamic as the technologies of today. No certificate should have that degree of permanence in a technical or vocational teacher training program and even the professional techniques are changing and improving -- I hope.

Teachers in a technical and vocational training program must know what behavioural changes or characteristics we are attempting to bring about or develop in the trainees. The specifications of the product must be known and the programs must be designed to produce that product.

At the beginning of my remarks I mentioned that the majority of the teacher training institutions in Canada are concerned with preparing staff for the vocational high schools. This is, of course, the largest, most homogeneous, most readily identified group in the services that are required in technical and vocational programs at secondary school levels.

This is inadequate. We need institutions which will undertake the total problem and provide training for teachers who must be employed in

this program at all levels, and not just skim off that which is easiest to do by selecting only prospective teachers with superior academic qualifications, for in this technical and vocational training program there are many different areas and levels of instruction and all must be served.

There are 190 institutions in Canada that are providing full-time day training for adults, and the enrolment of adults in part-time classes in Canada is greater than all other technical and vocational training classes in Canada, and the teacher training services that are required by these instructors are not being met as yet.

There are the 40 institutes of technology offering full-time instruction to well over 20,000 students, and a four-fold increase is expected at this level before 1970. There are part-time teachers, there are the trainers in industry, there is the adult vocational educational program, and the thousands who are being retrained. During the last year between 60,000 and 70,000 adults were attending retraining classes; between 20,000 and 30,000 were taking basic training in the basic elements of education, that is, language, applied mathematics and science, to enable them to participate in the technical or vocational training programs.

The teachers of all these groups require a teacher training or professional training service. Some of the training programs may be quite short, but to suggest that an adult who has a low level of general education, for whom the normal schooling may have been a failure, can be taught successfully by a person who has had no professional training when a bright student in high school must have a teacher who has a university degree and at least a

year of teacher training, is beyond my comprehension.

When the teacher training for all instructors of these groups has been met there are the program services that are needed for the development of supervisors, directors and administrators. I recall speaking of this three years ago and pointing out the requirement for this kind of service. I was told in all seriousness by a well-qualified educator that "Well, we at our university have a course for administrators. Just send them over there and we'll give them what they need."

We need people administering the training program who have an appreciation of the problems of adults, of youth for whom education has not been a success, and of adults returning to education after being years in the labour force. We need directors who understand how to arrive at the real needs of these people and who know the ways and means and devices for meeting them, and these are <u>not</u> the same nor is the organization the same as that of an academic program.

In Technical and Vocational Education each program must have its own integrity and this is a function of administration.

I have little concern about the quality of service in Canada at the point of student teacher contact, when instructors are occupationally competent and professionally trained in your programs. However, at this stage of our national development the success of our total integrated national manpower training program depends almost entirely upon the direction leadership and guidance given by administration. This includes everyone from the shop Director to provincial Director but more particularly to the school

principal or school director. If they do not have a real concept of what is involved in technical and vocational education at different levels a knowledge of the world of work and the role of their school in the total services of preparing people for their place in the world of work and the articulation of all training services, their programs will go off at as many tangents as there are principals. Not uniformity -- except in concept. An administrators concepts, his objectives, are more important than his knowledge and experience in traditional school administration. How do we get these people to participate in advanced training seminars.

In addition to the urgent requirement for a professional and expanded program of teacher training, the services required to keep teachers up to date technologically is a growing problem which should be dealt with by this conference.

Gentlemen, the need is tremendous. The need for technical and vocational training will grow in the next five or six years beyond your recognition. The kinds of service will become infinitely more diverse and we will need a kind of flexibility and competence on the part of the technical and vocational teachers that we have not as yet provided.

The federal-provincial Agreement is rather specific on this point; perhaps more specific than it has ever been implemented. It says that the federal government will share with the provinces in: technical and vocational training programs which are staffed by persons who are occupationally competent and who have been professionally trained as teachers, and no others.

In my first remarks I said that we were five years too late. Are we going to perpetuate our present position or can we address ourselves to the total problem during these two days.

April 18, 1966.

APPENDIX "D"

DISCUSSION GUIDE

Instructors in Institutes of Technology

1. Recruitment

   (a) For what functions are instructors required?

   (b) What are the sources of instructional staff?

   (c) When recruiting, should the job requirements or the desired qualifications of the person be described?

   (d) What recruitment practices have been found to be successful?

2. Qualifications

   (a) Are the duties of the position objectively investigated and described before deciding on the desired qualifications of the incumbent?

   (b) What entrance qualifications are considered desirable for those with

      (i) an acceptable university degree
      (ii) Diploma of Technology equivalent
      (iii) other basic educational or professional (non-teaching) qualifications

   (c) What criteria are used in determining competence in a specialty?

3. Pedagogical Training

   (a) What should be required in the way of teacher education prior to assuming a teaching position?

   (b) What additional pedagogical training should be required?

   (c) What should be the role of an institution in the provision of in-service education?

   (d) Should instructors receive allowances while in training?

4. Technical Upgrading and Updating

   (a) What is the role of government, industry, professional associations, universities, institutes and the individual himself?

   (b) What are considered to be the most effective procedures for assuring that instructional staff are kept up to date?

   (c) Should instructors be encouraged to act as consultants to industry?

   (d) Should instructors receive allowances while undergoing training?

5. Certification and Recognition

(a) Should instructors be required to obtain teaching licenses or certificates? If so, on what basis should they be awarded?

(b) If certificates are granted, should they be permanent?

6. Related Questions

(a) Should instructors be encouraged to do research?

(b) How can we encourage instructors to continue in the field of vocational education?

(c) How can teaching be made more attractive to potential instructors?

(d) Is there a role for a national technical teacher training centre? If so, what is it?

(e) How can an institution ensure an adequate supply of substitute staff members?

Appendix "D"
Report of Working Party
on
Instructors in Institutes of Technology (1)

This group discussed a number of pertinent topics dealing primarily with the recruitment, retention, selection, qualifications, pedagogical training and technical upgrading of instructors.

For purposes of the discussion "Instructors in Institutes of Technology" were defined as those engaged in instruction of "Diploma Technical" "Diploma Applied Arts" courses. The problems and recommendations made in regard to this particularly defined group just mentioned could apply equally well and almost without exception to "Trades Instructors".

The discussion topics were arranged in order of their common interest to the members of the committee, in the event that time did not permit full coverage of all the topics on the guide.

First on the list was: Item 3

"Pedagogical Training Requirements for Instructors" further subdivided into 4 questions.

(a) What should be required in the way of teacher education prior to assuming a teaching position?

Answer: In a report on vocational education in the U.S. entitled "Education for a Changing World of Work", a statement is made quote "It is easier to make a teacher out of a bricklayer than a bricklayer out of a teacher".

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To some extent this approach seems to be the one used by Canadian Institutes. First emphasis is placed on Technical or professional qualifications rather than prior pedagogical qualification.
In no instance, to the knowledge of members of this committee, and further substantiated by provincial reports, is teacher certification a pre-requisite for employment in Institutes of Technology. It was recommended that this policy be retained in view of present recruitment problems.
This does not imply that instructor pedagogical qualifications are not necessary or desirable. It does dictate however that the desired training must be achieved by slightly different methods.
The most practical solution at the present is to provide "In-Service Teacher Training Courses".
The ideas, suggestions and recommendations made for In-Service Teacher Training may be condensed as follows.

1. New instructors should be given at least three weeks in service training prior to commencement of instructional duties. One member felt that 3 or 4 months should be considered minimum, if the time applied to a specially prepared program.
2. An additional 5 or 6 weeks should be given prior to the commencement of the instructors second year of teaching and after he has had one year of teaching experience.

... 3.

3. Throughout the first year of instruction, in-service training should be supplemented by considerable guidance and supervision on the part of supervisors, senior instructors, or others assigned the responsibility of assisting him in his new duties.

4. After the new instructor has become accustomed to his role, workshops, seminars or evening classes should be provided to deal with problems that have arisen in his work to date.

Two ideas developed in the process of discussion which will be helpful to Institute Administrators:

a. Some time must be spent with beginning teachers to acquaint them with the Institutes policies, regulations and procedures. Rather than use valuable instruction time, taken from in-service courses, to provide orientation lectures, it was proposed that an Institute Handbook be prepared that would provide the pertinent information.

b. When training courses are in session, people other than staff can be invited to attend. This allows people, who feel they might be interested in becoming instructors, to assess their interest in the vocation. Indirectly, this serves as an aid in the recruitment of staff.

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The Universities can contribute to the pedagogical preparation of instructors by providing many of the required courses, and/or by providing lecturers in certain courses to in-service training.
The committee stressed that although we were apparently pre-occupied with pedagogical preparation, that upgrading and updating were equally important and should not be overlooked.
It would be a mistake to stress pedagogical training if it was to the detriment of subsequent upgrading or updating of the instructor.
It was recommended that recognition be given to upgrading courses.
The second major heading dealt with was Technical Upgrading and Updating of Instructors.
We will deal with this more quickly by listing the recommendations and restricting comments insofar as possible.
The question: What is the role of government, industry, professional associations, universities, institutes and the individual himself to upgrade or update teaching qualifications?
Comments: First, the Senior Government recommended that it be responsible.

1. To arrange, schedule and provide resource persons for summer courses in specific technologies, to be conducted on a rotating basis in the different provinces.
2. To financially support instructors attending such courses by means of bursaries.

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3. It was further recommended that the federal and provincial governments and Crown Corporations such as the National Research Council, Atomic Energy Commission, Defence Research Board, etc., continue to employ technical instructors during the summer months and that these agencies be encouraged to expand the policy of summer employment.

The role of the provincial government:

Recommended that instructors be allowed to return to industry for short terms by removing the restrictions imposed by civil service regulations that restrict a second source of remuneration.

Industries Responsibility

Industry should be encouraged to grant scholarships.

Professional Institutions

Encouraged to provide specialized courses that will upgrade instructors teaching in the particular profession.

Universities

It was recommended that Universities should consider making entrance requirements for Institute of Technology instructors more flexible and realistic, taking into account the individual's maturity, experience, performance, etc.

Institutes

Should provide the leadership and the professional climate in which instructors can develop. Professionalism begins when they are treated as professionals by administrators.

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(B) What are considered to be the most effective procedures for assuring that instructional staff are kept up to date?

Answer:

1. Provide suitable instruction, teaching environment, and leadership.
2. Provide funds to make upgrading possible both for course and for instructor expenses.
3. By both federal and provincial governments providing technical specialists for upgrading instructors.
4. Provision of sabbatical leave to improve education.
5. Institutes should provide adequate funds for technical journals and periodicals.

(C) Should instructors be encouraged to act as consultants to industry?

It should be permitted if it contributes to pedagogical improvement or fulfils an instructional need.

Item 2

Qualifications

(B) The question was changed to read "What experience qualifications are considered desirable for instructors.

Comments:

A stipulated number of years is not necessary but some prior experience in business or industry is desirable in all instances.

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Recruitment

(B) Sources of instructional staff

1. Industry

- There is an increasing interest being shown in teaching by people presently employed in industry.
- In some technologies it is difficult to compete with industry for staff, e.g., Electrical engineers, refrigeration and air conditioning engineers, computer programmer instructors.
- Increase in instructors' salaries would improve Institute's ability to attract desired staff.
- Industry is a major source of instructors if personnel can be attracted to teaching when teacher training is provided for people taken from industry, and because teachers are the main strength of an Institute, a distinctive program should be developed for their training. We would further recommend that another conference be called to determine the proper content of such a program.

We would emphasize that governments must of necessity compete with industry for personnel and in so doing must offer comparable salaries. (aircraft)

2. Graduates from Technical Institutes.
3. University trained teachers.

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4. Armed Services.

5. National Employment Service.

(C) Yes.

In closing we would like to go on record by saying that this has been a most productive session and express our appreciation to Dr. Ford and his associates for their leadership and organization.

APPENDIX "E"

DISCUSSION GUIDE

Instructors in Trade and Occupational Training Centres

1. Recruitment

(a) For what functions are instructors required?

(b) What are the sources of instructional staff?

(c) What recruitment practices have been found to be successful?

(d) Should a trade test be given as part of selection procedures?

2. Qualifications

(a) What are the desirable entrance qualifications of persons having journeyman's standing?

(b) What are the desirable entrance qualifications for persons who do not have journeyman's standing?

(c) How can competence in a specialty be assured?

3. Pedagogical Training

(a) What is required in the way of teacher education prior to assuming a teaching position?

(b) What additional pedagogical training is required?

(c) What should be the role of the institution in in-service training?

(d) Should instructors receive allowances while in training?

4. Technical Upgrading and Updating

(a) What is the role of government, industry, professional associations, universities, others?

(b) What are the recommended procedures for assuring that instructional staff are kept up to date?

(c) Should instructors be encouraged to accept employment in addition to their instructional duties?

(d) Should instructors receive allowances while undergoing training?

5. Certification and Recognition

(a) Should instructors be required to obtain teaching licenses or certificates? If so, on what basis should they be awarded?

(b) If certificates are granted, should they be permanent?

6. Related Questions

(a) How can we encourage instructors to continue in the field of vocational education?

(b) How can teaching be made more attractive to potential instructors?

(c) Is there a role for a national instructor training centre? If so, what is it?

(d) How can an institution ensure an adequate supply of substitute staff members?

APPENDIX "E"

REPORT OF WORKING PARTY

ON

TRADE AND OCCUPATIONAL INSTRUCTORS

1. **Recruitment**

(a) It was recognized that there are two classes of teachers involved: academic or related subject, and occupational instructors. Both have two main functions: teaching and preparing courses. Teaching in turn involves lesson planning, preparation and assessment. Other functions that must be performed include: counselling, administration, maintenance, self-development, and placement. It was suggested that counselling activities should be restricted to that needed in class only and that the formal counselling should be the responsibility of specialists. Administration in some schools has become very burdensome and takes an inordinate amount of the instructors time and should therefore be restricted. Similarly in some schools the requirement to maintain and service equipment has increased to a stage where it is detrimental to training. In such cases this type of work should either become the responsibility of a special maintenance staff or contracted out. One important function is that of keeping up to date in one's field and there has been a tendency to provide insufficient time for this function. The question of student placement also arose but it was generally agreed that this should be incidental to a good liaison with industry rather than a formal function. Finally it was agreed that all functions must be recognized when establishing student contact hours and that a teacher cannot be expected to teach "8 hours" each and every day.

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(b) The major source for occupational teachers is industry because a prerequisite to teaching is job competence. A suggestion was made that it may be possible to select students as potential instructors in a secondary school and then provide for suitable industrial experience. This may be a possibility for a long term plan but perhaps not in a formal fashion. Industry came in for some discussion as well and it was felt that more attention should be paid to training than has been apparent in the past.

Although there were differences of opinion with respect to academic subject teachers it was conceded that industry could well be a source of supply as well as taking teachers from the secondary school system.

(c) Because the demand is for competent tradesmen to instruct the most important recruitment tool is a subsidy to provide for the professional training period. This not only attracts more people but provides for greater selectivity. It is also helpful to make known the security of tenure and the fringe benefits that go along with teaching as a career. It was also suggested that responsible officials maintain liaison with industry and seek help as the occasion demands.

(d) As with any other examining technique, trade tests can be a useful tool. When large numbers are to be recruited they may of necessity play a big part in decisions. If the numbers are small and time permits it was generally conceded that a thorough investigation of the applicant is now acceptable.

2. <u>Qualifications</u>

(a) & (b) The desireable qualifications for instructors with or without journeymen's standing are essentially the same:

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(i) relevant experience of from 3 - 8 years.

(ii) normally Grade XI or XII dependent upon the province.

(iii) personal suitability - a factor more difficult to judge but recently developed standardized tests show promise as an aid.

(c) Competence in a specialty cannot be assured but by trade testing and careful investigation reasonable doubt can be removed.

3. Pedagogical Training

Professional courses should include,

(a) Principles of Vocational Education

(b) Teaching Methods and Techniques

(c) Course Construction

(d) Testing and Measurement

(e) Educational Psychology

(f) Shop Organization and Management

Many other courses might well be included, if time permitted, e.g.,

(g) Adult Education

(h) Industrial Relations

(i) Labour Relations

(j) Industrial Psychology

(k) Trades Analysis

Present programmes involve from 270 hours to 410 hours of course time. Most programmes involve 3 summers of professional training although Ontario accomplishes its training in two. Ontario is moving in the direction of a one year programme and the Maritimes would possibly follow suit if bursaries were available.

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Training prior to teaching

(a) There is agreement that instructors should receive one summer of professional training to include Principles of Vocational Education, Teaching Methods and Course construction before entering teaching.

Additional training

(b) Additional training is required to complete a basic programme as outlined above.

In-service training

(c) It was suggested that for a given number of teachers a school board might institute an in-service training programme for a limited number of teachers in some pre-determined ratio which would allow for effective instruction of trainees.

Financial Assistance

(d) It was agreed that it was necessary and desirable to provide prospective teachers with some financial assistance in obtaining preliminary training. One view was that such assistance should be in the form of a bursary which was not taxable. It was the opinion that the trainee should bear a substantial part of the cost of training beyond the basic level.

4. Technical Upgrading and Updating

Roles of: government - industry - professional - associations - universities

(a) The government should provide the organizational structure and provide liaison with other agencies. Industry should co-operate in making its facilities available for study through visits and in helping to locate potential teachers from among its own personnel.

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Professional and trade organizations have responsibilities for providing leadership and initiative in developing upgrading and updating programmes. Universities can provide personnel able to conduct research into problems relating to training. Instructors have a responsibility for taking a positive attitude toward updating programmes.

Updating procedures

(b) It was agreed that procedures for updating should follow the line of a planned programme of investigation of recent developments across an industry through study in industrial operations rather than a return to a limited industrial experience which would result from a short term of employment. Records and reports would be required of instructors.

Employment outside of regular teaching

(c) Instructors should not be discouraged from engaging in work activity which will improve their abilities as instructors.

Training Allowances

(d) It was the consensus that once employed an instructor should pay at least in part for subsequent training.

5. Certification and Recognition

(a) Generally speaking a certification or licensing system is mandatory. There are exceptions such as when the requirement is for courses of short devotion with relatively undemanding contest. In these cases it should be sufficient to ensure that the instructor has a basic knowledge of instructional techniques. Although it may be desireable to provide for transferability of certificates so that an individual can teach is more than one type of school, he must also have sufficient

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specialist knowledge to be competent in a particular school. In other words it is recognized that methods and techniques for youth are not applicable to adults and vice versa.

(b) Practices vary throughout the country but the concensus is that an interim license should be issued initially with a permanent license (or certificate) being awarded after from 2-5 years successful teaching experience. Furthermore, provision for periodical updating of professional qualifications is strongly recommended. Suitable action such as the withholding of increments, may be taken to ensure that teachers accept their responsibility in this regard. It is also suggested that an adequate system of inspection and assessment be carried on to ensure satisfactory performance by all instructors.

6. Related Subjects

(a) Instructors can be encouraged to continue in the field by providing competitive salaries, good working conditions, opportunities for promotion and self-development, and job security. Competitive salaries do not necessarily mean comparative salaries because there are advantages that teaching offers that are not available in industry. If losses do occur the reasons should be assessed so that appropriate action can be taken.

(b) Same as (a)

(c) There was general agreement that a national instructor training center should be established. There were many opinions as to the role it could play and time did not permit the reaching of any conclusions. We can only suggest that the matter be given further study.

APPENDIX "F"

DISCUSSION GUIDE

Supervisors and Administrators

1. Recruitment

   (a) What functions do supervisors and administrators fill?

   (b) What are the sources of supervisory and administrative staff?

   (c) What recruitment practices have been found to be successful?

   (d) Should inducement by way of bursaries, scholarships and allowances be provided?

2. Qualifications

   (a) What are the desired basic qualifications for supervisors and administrators?

   (b) What special characteristics are relevant?

   (c) What formal training programs contribute to the development of administrative competence?

3. Further Training

   (a) What special training is required to prepare occupationally qualified persons for initial appointment as supervisors and administrators?

   (b) What further training or experience is required?

   (c) What should be the role of government, universities, industry and professional associations in a staff development program?

4. Certification and Recognition

   (a) Should supervisors and administrators be certified? If so, on what basis?

5. Related Questions

   (a) How can we encourage more persons to assume supervisory and administrative positions?

   (b) Is there a role for a national centre or program for development of supervisors and administrators?

   (c) What should be provided for teacher educators in the way of further training and experience?

APPENDIX "F"

REPORT OF WORKING PARTY
ON
SUPERVISORY AND ADMINISTRATIVE PERSONNEL

1. (a) Functions performed

In establishing the terms of reference of the discussion it was agreed that no differentiation should be made between supervisory and administrative functions. The group under discussion thus includes all supportive administrative personnel responsible for providing the environment in which learning takes place. Their functions may be defined as planning, organizing, directing and assessing the teaching function.

(b) Sources of recruitment

Competent administrators may be recruited from within the school system on the basis of demonstrated competence and evident potential.

An important contribution may be expected from industry, where some considerable experience in technical and managerial training has been accumulated.

Consideration should be given to the recruitment of the graduates of special training programs, providing supplementary training at various levels.

The armed services are a recognized source of trained and experienced administrative personnel.

(c) Recruitment practices

Opportunities for development and advancement should be advertised both within and outside of the school system. It was emphasized that such advertisements should include an adequate and imaginative description of the job to be done, stressing its importance and the challenging nature of the task.

The primary inducement to recruits should be the challenging and attractive image of the organization they are invited to join. The factors in creating such an image would include components such as congenial working conditions and adequate remuneration but the primary inducement should be the opportunity for self development.

There must be an encouraging organizational climate for professional development and an in-service training program available to all staff members, regardless of their source of recruitment. The senior administrators should be training-minded, accepting staff development as a primary responsibility and maintaining a continuous lookout for persons showing potential for development whether within or without the system. Provision must be made for adequate educational and sabbatical leave, and the organization should itself be viable as judged by standard criteria.

(d) Financial Support

The provision of adequate financial support is fundamental to the concept of a developing organization. In addition to educational leave, approved trainees must receive full salary, plus the cost of books, fees and other associated expenses, so that training may be provided at no cost to the individual, and in this connection.

- whereas the federal government has invested in vocational training facilities across Canada, which require capable management, and
- whereas there is a serious shortage of supervisors, administrators and managers and a great shortage is now inducted by present trends in manpower development in Canada and
- whereas there is a high correlation between the success in

achieving aims and objectives in manpower development programs and as related to proper development and direction of programs through capable leadership

- it is urged that immediate financial assistance be provided to potential and developing administrators in an amount equal to full salary and expenses by appropriate means from the federal and provincial governments.

2. (a) Basic Qualifications

The assessment of the administrator should be in terms of his capacity to appreciate the objectives on concepts of the total manpower training program and of his commitment to these ends. Formal, academic criteria or qualifications are less important than a clear appreciation of the total articulation of the program, an understanding of the requirements of industry, and empathy towards the needs of the individual, together with the qualities of vision and imagination.

(b) Special characteristics

Essential to the new role of the administrator would be a greatly increased flexibility and a corresponding responsiveness to the changing needs of the institution at the teaching level.

There will be a special need for training programs to increase his awareness of the social-economic requirements of industry and his sensitivity to the needs of the individual. In this connection he would also need training in counselling and in the development of that ongoing consultative relationship essential for the realistic determination of the developing needs of industry. Consideration should be given to courses in communication, creativity, planned change and the various management techniques necessary for flexible and imaginative advance planning.

Special attention is directed to the necessity of projecting a consultative image of the institution which will be respected both by industry and by the individual.

(c) Training programs

The in-service training program of the institution should be directed towards serving the particular needs of the individual administration within the context of his job requirements. Special courses, designed to meet the needs of educational administrators should be developed as required in the light of their emerging functions.

It may be assumed that senior administrators would normally possess a level of educational competence approximately equivalent to a university degree. Their training might include such subjects as:

- The social implications of technological change
- Industrial sociology, its structure and organization
- Organization of resources and facilities
- Principles and techniques of management.

The training should not be restricted to existing courses or traditional techniques, but should be challenging and exciting. The course content may be usefully determined by considering the felt needs of the participants, and the senior administrator should appreciate the range and variety of training experiences available, from guided reading to tours of other institutions and other countries.

While due regard should be given to adequate planning nevertheless, the necessity of immediate action in the face of grave and growing shortages should be recognized.

Because of the importance of this matter it is urged that immediate planning be undertaken for the development of one or more workshop seminars, in the form of an experimental model for the orientation and development of senior administrators.

3. (a) Training requirements

In examining the training requirements of the administrator it was felt that a logical first step would be the identification by analysis of this function in the new context. However, the need for effective and realistically oriented programs of training is urgent and basic, and program development need not be delayed until the analysis is complete, but the two may be pressed forward concurrently.

(b) Further training

Training need not be restricted to existing patterns of operation but may be oriented by the new functions of the administrator as they evolve. Course content and workshop instruction should take into account the latest and emerging concepts and techniques and the senior administrator should maintain continuous liaison with the organizations providing training for his staff. This conscious and planned development of his staff should be recognized as a primary responsibility of the senior administrator.

(c) Role of various agencies

The involvement of government, universities, industry and professional associations should be of the nature of a continuing dialogue, with each playing its appropriate role probably in the form of an advisory committee. The amount and quality of guidance and advice may be expected to increase with experience and with the assessment of the new

programs as they develop. Advice should extend from the identification of training need, of appropriate courses to assessment of physical and human resources.

The group recognized, with some reluctance, the necessity of establishing a focus of responsibility, but expressed considerable concern over the danger of the sterile uniformity of a monolithic organization. The necessity for flexibility and for an imaginative and creative approach was given prime importance.

The group felt that the federal government should assume the initiative in stimulating effective action through the implementation and extension of existing programs. The federal government should also be responsible for ensuing and diversity of responses to training needs, and, in co-operation with appropriate bodies, assume the initiative in bringing into existence effective training schemes.

4. Certification and Recognition

The group expressed strong opposition in principle to the practice of certification on the basis that it tends to stultify and form barriers to progress inconsistent with the felt need for creation and imagination.

There was no objection to the issue of some record of participation in some training activity, and the necessity of some criteria for evaluation was recognized, but such evaluation should not assume the form of certification. Attention should be given to the special problems and experiences of the province of Quebec.

In the context of the new concept of adult training reliance should be placed on the human judgement of the personnel responsible for recruitment, reinforced by recognized evaluation procedures.

5. (a) Inducements

As mentioned in 1(c), the primary inducement should be the challenge of the task, and the opportunity for self-development.

(b) National Training Centre

The apprehension described in 3(c) extended to the establishment of a training centre, and the dangers of excessive and restrictive influences. However, with respect to the role of developing suitable programs, it was felt that the federal government should assume the initiative in formulating a plan of action for the guidance of the agencies responsible for carrying out such training.

APPENDIX "C"

DISCUSSION GUIDE

Instructors of Basic Education Programs

1. Recruitment

   (a) For what functions are instructors required?

   (b) What are the sources of instructional staff?

   (c) What recruitment practices have been found to be successful?

2. Qualifications

   (a) What are the desirable entrance qualifications?

   (b) How can competence in a specialty be assured?

3. Pedagogical Training

   (a) What is required in the way of teacher education prior to assuming a teaching position?

   (b) What additional pedagogical training is required?

   (c) What should be the role of the institution in in-service education?

4. Certification and Recognition

   (a) Should instructors be required to obtain teaching licenses or certificates? If so, on what basis should they be awarded?

   (b) If certificates are granted, should they be permanent?

5. Related Questions

   (a) How can we encourage instructors to continue in the field of vocational education?

   (b) How can teaching be made more attractive to potential instructors?

   (c) How can an institution ensure an adequate supply of substitute staff members?

APPENDIX "G"

REPORT OF THE WORKING PARTY
ON
INSTRUCTORS IN BASIC EDUCATION PROGRAMS

1. Working Definition: We have defined basic education as that educational process for adults from grade 0 to grade X and that, although we are unhappy as a group with the grade designation, it was felt that the grade X level of educational attainment is still being used by employers in industry and in skill development programs.
2. Although some elementary and secondary school teachers, as a result of their training and aptitude, may be competent to teach in the adult training field, it is felt that the majority may have to be recruited from other sources.
3. Because of the special type of problems associated with the teaching of adults, the group felt that there is a definite need for specialized teacher training in this field. This would also apply to those who may already have gone through the conventional teacher training program.
4. It was the feeling of the group that strict adherence to the usual requirements for teacher training need not be practiced in all cases of this type of teacher training.
5. The training program should include the following:
    (a) course content and construction
    (b) methodology
    (c) testing and measuring
    (d) adult psychology
    (e) human relations
    (f) sociological problems in the levels of society with which they are unfamiliar
    (g) observation and practice teaching

6. The group strongly felt that the recruitment of satisfactory teachers is contingent upon salaries being applicable from the date of selection for the teacher training program.
7. In considering certification and the benefits attached thereto, it was felt that this was a matter which merited further consideration at the provincial level.
8. The group felt that the proposed adult teacher training program could be given in a variety of ways, possibly including summer schools' evening programs and the addition of an adult education option in existing teacher training institutions.
9. It was felt by the committee that the establishment of a regular salary scale, increments, superannuation and other such benefits, should be given early and earnest consideration if the increasing requirements for teachers in this field of education are to be met. Serious consideration should be given to federal bursaries for graduate study in adult education.

APPENDIX "H"

DISCUSSION GUIDE

Instructors in Industry

The following questions should be discussed in relation to:

(a) Training directors
(b) Training instructors.

1. Recruitment

   (a) For what functions are instructors required?

   (b) What are the sources of instructional staff?

   (c) What recruitment practices have been found to be successful?

2. Qualifications

   (a) What are the desirable entrance qualifications?

   (b) How can technical competence be assured?

3. Pedagogical Training

   (a) What is required in the way of instructor training prior to assuming an instructional position?

   (b) Is additional pedagogical training required?

   (c) What should be the role of the company in "in-service" training?

   (d) What should be the role of the Departments of Education in industrial instructor training?

   (e) Should the federal government's financial assistance policy for training in industry include the costs of training instructors?

4. Technical Upgrading and Updating

   (a) What is the role of government, industry, professional associations, universities, others?

   (b) What are the recommended procedures for assuring that instructional staff are kept up to date?

   (c) Should the government's financial assistance policy for training in industry include the costs of upgrading instructors in technical subjects?

5. Certification and Recognition

   (a) Should instructors be required to obtain teaching licenses or certificates? If so, on what basis should they be awarded?

   (b) If certificates are granted, should they be permanent?

6. Related Questions

   (a) How can instructing be made more attractive to potential instructors?

   (b) Is there a role for a national instructor training centre? If so, what is it?

   (c) How can a company ensure an adequate supply of substitute temporary or part-time instructors?

APPENDIX "H"

REPORT OF WORKING PARTY
ON
INSTRUCTORS IN INDUSTRY

This group lacked in numbers but not in effort and participation. Unfortunately only one representative from industry was present but he gave an excellent account of the problems confronting industry with respect to training. All the topics as provided were discussed and it became apparent that agreement existed with respect to the acute shortage of trainees in industry. Every effort must be made to use the facilities available in overcoming this shortage.

The recommendations of the group are: —

1. That the provincial Department of Education must provide a quality type training course of two or three weeks duration. These courses to be operated on a continuous basis or in sufficient numbers to meet the demand.
2. That co-ordination of existing training agencies is essential if an effective training program is to be provided for industrial training.
3. That instructors of industry be given certificates of attainment upon completion of the required training courses. A teaching license will not be required.
4. That a concentrated effort is required immediately to provide training facilities for the professional development of training directors. This development should be a Canadian responsibility.
5. That the federal government's financial assistance policy should be continued and expanded in assisting the training of training staffs for industry.

6. That arrangements be made between training institutes and industry so that opportunities will be provided for the institution training staff to become actively employed in industry during the summer months; by assisting in the development of training programs, developing analysis of various jobs and evaluating existing training programs.

An improvement in the liaison between industry and training institutes is essential if every media is to become effective in training. It was felt that many advisory committees were poor advisers because of the poor selection of its members.

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